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ABSTRACT

In October 1990, Johnson County Community College (JCCC) conducted a study of students enrolled during the previous 12 months who did not re-enroll in the fall of 1990. Surveys were mailed to 1,746 former students, requesting information on reasons for discontinuing study at JCCC, educational experiences and objectives, level of satisfaction with JCCC, and personal characteristics. Study findings, based on a 28.5% response rate, included the following: (1) the majority of the respondents were currently married, working full time, female, and over 32 years of age, and reported an annual family income below $40,000; (2) the majority of the respondents had originally enrolled at JCCC for job-related reasons, to study topics of personal interest, or for self-improvement; (3) 72.2% of the respondents reported that they had achieved their educational objectives at the college, and 80% of those respondents credited JCCC with helping them achieve that objective; (4) reasons cited for leaving JCCC included work schedule conflicts (34.6%), desired coursework completed (18.7%), lifestyle changes or personal problems (25%), and financial difficulties (18%); (5) over 90% of the respondents said they would recommend the college to their friends, and over 75% indicated that JCCC had improved their quality of life; (6) in comparison with four-year institutions attended, respondents were more satisfied with the individual attention provided by faculty at JCCC, and less satisfied with availability of financial aid; and (7) 25% of respondents held a bachelor's degree or higher, and 39% reported earning mostly A's at JCCC. Data tables, narrative survey responses, and the survey instrument are included. (PAA)

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Leaving the Community College: Attrition, Completion or Something Else?

ED336166

A Short-term Follow-up Study of Non-returning JCCC Students

Johnson County Community College
Office of Institutional Research
May 1991

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Leaving the Community College: Attrition, Completion, or Something Else?

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Running Head: GOAL ATTAINMENT

Abstract

This paper describes results of annual short-term and long-term follow-up studies of nonreturning community college students. Such students usually make up a significant proportion of community college enrollees and, with the trend toward lifetime education, are beginning to constitute a larger proportion of enrollments in four-year colleges and universities as well. Results indicated that the majority of respondents had achieved their educational goals and improved a variety of cognitive and noncognitive behaviors as a result of their college experiences. A substantial number of respondents originally identified as nonreturning students described a "drop-in/drop-out" enrollment pattern, thus casting some doubt on formerly accepted community college attrition and retention rates. Reasons most often cited for not re-enrolling at the community college revolved around work schedule conflicts, financial difficulties, lifestyle changes and personal problems. The majority of short-term leavers did plan to eventually enroll again and, of those, most planned to re-enroll at the community college.

Assessing Institutional Effectiveness: Educational Goal Attainment of Nonreturning Students

The mandate to formulate and utilize reliable indices of institutional effectiveness is clear and unambiguous, both for community colleges and for four-year colleges and universities. Unlike four-year institutions, however, community colleges cannot point to the number of annual graduates as a valid measure of institutional effectiveness. Fewer than 10 percent of community college students earn an associate's degree or certificate (O'Brien, 1990).

Nor can community colleges utilize only transfer rates as a comprehensive measure of institutional effectiveness. A national survey of community college students conducted for the Carnegie Foundation for the Advancement of Teaching indicated only 36 percent of respondents were preparing to transfer to a four-year college or university. Approximately 50 percent were enrolled in a community college to acquire or update job skills, and the remainder were attending because of personal interest or to improve basic English, reading, or math skills (Commission on the Future of Community Colleges, 1988).

Thus, the question of student goals is critical to community college research in particular, because student outcomes are properly gauged in terms of student intentions (Palmer, 1988). Community colleges must incorporate other measures--attainment of individual educational goals, student satisfaction with various aspects of their community college experience, success in the workplace subsequent to completion of a course of study, and other such indices--as components of a comprehensive assessment of institutional effectiveness.

Assessment of Institutional Effectiveness

Assessing institutional effectiveness is, quite simply, a comparison of results achieved to goals intended (Ewell, 1985). College leaders are increasingly called upon to verify institutional effectiveness, particularly in the areas of student learning and educational goal attainment.

The rapid growth of community colleges is the direct result of their efforts to offer programs that serve students with diverse educational goals. At first it was the ambition of the "junior college" to provide the first two years of a four-year college education or an alternative terminal degree. Over the years, however, there has been a concerted effort to broaden the mission of two-year colleges to make them responsive to the needs of the community. Therefore, in community colleges, success has been viewed as goal completion rather than degree completion for some time (Willett, 1983).

Although various alumni surveys exploring student outcomes have been utilized by community colleges as components of the ongoing assessment of institutional effectiveness, studies designed specifically to measure attainment of educational goals have been fairly uncommon. By looking at nonreturning students' perceptions of the quality of programs and services, achievement of their educational goals, and their self-reported improvement in a variety of cognitive and noncognitive behaviors as a result of their college experiences, researchers can obtain important information about the college's ability to meet stated goals for student development.

Attrition and Retention

Achievement of educational goals has been documented by researchers exploring the topic of attrition and retention for some time, (Alfred, 1974;

Brunner, 1978; Tinto, 1987), but results of these studies seldom document attainment of educational goals in a manner conducive to utilization as an integral part of an overall assessment of institutional effectiveness. The challenge faced by community colleges has been to develop alternative measures of student outcomes to adequately reflect the varied educational goals of community college students (Palmer, 1988).

The retention rate in community colleges appears to be considerably lower than the rate in other types of colleges, a fact that is partly explainable by the diversity of the educational goals held by community college students. Although the problems of attrition appear to be much more severe at community colleges, there have been few published studies of the factors that affect retention in these colleges (Baird, 1991). Furthermore, documentation of the increasingly typical "drop-in/drop out" phenomenon has been limited, at best.

Educational Goal Attainment at JCCC

In 1989 Johnson County Community College (JCCC), a suburban Midwestern community college, initiated two studies of nonreturning students to provide insights into achievement of educational goals, reasons for leaving the college, and former students' perceptions and opinions describing their educational experiences, level of satisfaction with the college, and future educational plans. One study was directed at nonreturning students enrolled at the college three years prior to the study (long-term leavers) and the other identified students who were enrolled the previous fall, spring or summer who did not re-enroll that fall (short-term leavers). Both studies were repeated with appropriate modifications in 1990. Identical questions

eliciting former students' perceptions, attitudes, self-reported cognitive and noncognitive outcomes, and evaluations which would inform the JCCC institutional effectiveness assessment effort were also incorporated into studies of JCCC short-term and long-term career program completers and transfer students, thus providing a comprehensive assessment of student outcomes for all segments of the JCCC student body. Over time, results of these five studies will provide comparative data on the effectiveness of the institution in preparing all students to fulfill their individual goals for personal, educational, and professional growth.

Follow-Up of Nonreturning JCCC Students

The initial study of long-term leavers was conducted by the JCCC Office of Institutional Research in summer of 1989, and the first study of short-term leavers was conducted in fall of 1989. Although a variety of data was collected, the primary purpose of these studies was to ascertain attainment of individual educational goals. Career program completers were eliminated from this group, but all others were surveyed, including academic program completers, students completing as little as one credit hour at JCCC, and students who had transferred to another postsecondary institution. In other words, every effort was made to survey all nonreturning students, regardless of their probable reason for not re-enrolling at JCCC.

In 1990 these studies were repeated, but the target populations were refined to include only former students who had completed six or more credit hours at the JCCC campus and had not graduated, earned a certificate, or transferred to a different college or university. Although the data collected both years were fairly consistent, refinement of target populations in 1990

eliminated potential areas where results could conceivably have been skewed due to inclusion of graduates and other special populations, and also enhanced response rates for former students included in other JCCC studies.

Methodology

Surveys and cover letters were mailed approximately three weeks apart for both the short-term and long-term follow-up of JCCC nonreturning students. In 1989, the first year these studies were conducted, the assumption was made that if students who were enrolled at JCCC in either fall 1985, spring 1986 or summer 1986, had not re-enrolled in fall 1986 and were not enrolled in summer, fall or spring of the most recent academic year (1988-89), then in all probability they had not returned to JCCC in any of the intervening semesters. This proved erroneous as, in fact, fully 48 percent of respondents to the 1989 long-term survey had re-enrolled at JCCC during one or more of the intervening semesters. Although this was admittedly a very small population exhibiting unexpected enrollment patterns (466 of 970 respondents to a survey of 7,910 former students), it would appear additional study may be warranted to determine whether community colleges lacking comprehensive tracking systems should correct for "drop-in/drop-out" students when compiling attrition rates. These "drop-in/drop-out" students may conceivably be continuing this pattern for years, creating the potential for repeatedly skewed attrition rates.

A response rate somewhat above average was realized for both short-term studies (1989 = 33.9%; 1990 = 28.5%). However, a much lower response rate was realized for the long-term studies (1989 = 12.3%; 1990 = 11.3%), primarily

attributable to two reasons: 1) three-year old addresses may be unreliable in today's mobile society, and the six-month limitation for forwarding mail would have expired, and 2) students completing a nominal number of credit hours at JCCC (a large segment of the JCCC student body) may have little interest in sharing their perceptions and opinions three years after leaving the college.

Results and Conclusions

Respondents clearly had achieved their educational goals at JCCC and were satisfied with their educational experiences at the college. Results of all four surveys produced an average of three out of four respondents who indicated they had achieved their educational goal at JCCC. If starting now, approximately nine out of ten respondents indicated they would attend JCCC again. Over 90 percent would recommend JCCC to friends, and an average of three out of four respondents indicated they would encourage their own children to attend JCCC. Approximately three out of four also indicated their experiences at JCCC had improved the quality of their life. See Table 1.

Insert Table 1

Accurate comparisons of the reasons for leaving JCCC were hampered due to adjustments to the target populations surveyed in 1989 and 1990. Thus, responses of "completed desired coursework" and all unknowns were excluded. The reason most often cited for not re-enrolling at JCCC involved work schedule conflicts. Substantially more respondents to the long-term follow-up studies left JCCC due to work schedule conflicts than short-term follow-up study respondents. Other reasons most often cited for not re-enrolling at

the college were financial difficulties, lifestyle changes (marriages, family additions, etc.) and family or personal problems. See Table 2.

Insert Table 2

Due to the nature of the reasons for not re-enrolling at JCCC, it would appear college-initiated interventions to encourage most of these students to continue their education at JCCC would in all probability have been ineffective.

The majority of respondents to both the short-term and long-term follow-up studies agreed that their experiences at JCCC had enhanced their self-confidence, broadened their knowledge of the arts and sciences, expanded their tolerance for people and ideas, and improved their written and oral communication skills. A substantial percent of respondents also agreed that their experiences at JCCC had improved their decision-making, time-management and interpersonal skills and had assisted them in clarifying their personal values and goals. See Table 3.

Insert Table 3

Respondents were asked to indicate their level of satisfaction with various experiences at JCCC on a 5-point scale ranging from "very satisfied" to "very dissatisfied." If they had attended a four-year college or university, they were also asked to indicate their level of satisfaction with each of these variables at the four-year institution.

The majority of respondents were satisfied with all aspects of their experiences at JCCC except job placement services and the availability of scholarships and financial aid. Over 80 percent indicated satisfaction with JCCC's quality of instruction, facilities and equipment, and the helpfulness and individual attention received from the JCCC faculty, and over 70 percent were satisfied with the convenience of class scheduling, the registration process, and the variety of courses offered at JCCC.

Of those also attending a four-year college or university, the majority were satisfied with all aspects of their college experiences except the registration process, the availability of scholarships and financial aid, and job placement services. Over 80 percent expressed satisfaction with the variety of courses offered at the four-year college or university, and over 70 percent were satisfied with the quality of instruction, and the facilities and equipment. However, a greater percent of respondents expressed satisfaction with JCCC than with the four-year college or university attended for the majority of variables measured. See Table 4.

Insert Table 4

Approximately one-third of the four-year colleges and universities compared were located outside of Kansas; 41 other states were mentioned in the short-term studies and 25 other states were mentioned in the long-term studies.

Substantially more short-term leavers than long-term leavers planned to enroll again (1990 = 69.8% of short-term leavers and 36.1% of long-term

leavers; 1989 = 73.5% of short-term leavers and 42.6% of long-term leavers). Of those planning to re-enroll, more respondents indicated they planned to re-enroll at JCCC than at any other college or university.

Implications for Practice

The follow-up studies of nonreturning JCCC students described herein serve useful functions on a variety of levels. Obviously, they indicate that the college's programs are highly effective, and that several important components of the college's mission are being accomplished as JCCC strives to meet the various educational needs of the community. These surveys provide an opportunity for nonreturning students to express their opinions and suggestions, thus assisting the college to remain abreast of the dynamic educational needs of an ever-changing constituency. Results of these studies also inform the college's comprehensive program review and a variety of other internal processes.

Finally, the results of these studies demonstrate that both short-term and long-term follow-ups of nonreturning students are effective tools to determine the degree to which nonreturning students meet their educational objectives and also serve as integral components in an overall institutional effectiveness assessment effort.

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Table 1

Measures of Overall Satisfaction With JCCC

Item	Short-Term Studies		Long-Term Studies	
	1990 (n=497)	1989 (n=2847)	1990 (n=83)	1989 (n=524)
Would Recommend JCCC to Friends	94.0%	91.7%	95.2%	91.8%
Would Attend JCCC Again	92.2	88.0	92.8	86.1
JCCC Improved Quality of My Life	75.6	71.4	79.5	70.0
Would Encourage My Own Children to Attend JCCC	74.0	70.5	84.3	72.9
Achieved JCCC Educational Goal	72.2	77.1	77.1	78.6

Table 2

Reasons for Leaving JCCC*

Item	Short-Term Studies		Long-Term Studies	
	1990 (n=497)	1989 (n=2847)	1990 (n=83)	1989 (n=524)
Work schedule conflicts	55.4%	44.6%	66.7%	67.5%
Financial difficulties	29.2	25.3	10.4	35.0
Lifestyle changes	21.8	16.3	29.2	27.4
Family/personal problems	16.4	22.5	20.8	24.8
Moved out of area	11.1	21.5	4.2	25.6
Physical problems/illness	7.0	4.5	8.3	9.4
Coursework too difficult	2.0	3.6	2.1	2.6

Multiple response item; percentages not additive.

* Comparability of data has been enhanced by exclusion of responses of "completed desired coursework" and unknowns. These adjustments were required due to refinements in criteria utilized for selection of the 1990 target populations.

Table 3

Perceptions of JCCC Experiences

Item	Short-Term Studies		Long-Term Studies	
	1990 (n=497)	1989 (n=2847)	1990 (n=83)	1989 (n=524)
Enhanced self-confidence	70.0%	64.5%	61.2%	62.1%
Broadened knowledge of arts/sciences	63.4	61.7	62.9	64.4
Expanded tolerance for people/ideas	61.1	57.6	54.0	56.5
Improved writing skills	59.9	58.2	57.6	58.2
Improved oral communication skills	56.6	53.6	50.8	49.5
Improved decision-making skills	55.5	49.6	45.9	49.6
Improved time-management skills	54.7	54.5	53.3	51.2
Helped clarify values & goals	51.1	47.5	46.8	47.0
Improved interpersonal skills	49.0	46.5	49.2	44.2

Note: Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." The above percentages reflect "strongly agree" and "agree" responses combined.

Table 4

Satisfaction With Various Aspects of College:

JCCC vs 4-Year College or University Attended

Item	JCCC (n=3,951)	4-Year College/University (n=2,198)
Quality of instruction	83.9%	77.6%
Facilities & equipment	82.2	74.6
Helpfulness and individual attention from faculty	80.4	62.0
Convenience of class scheduling	78.8	57.6
Registration process	74.9	48.2
Variety of courses	76.5	83.2
Career/transfer preparation	52.8	54.9
Academic advisement/counseling	53.6	50.9
Job placement services	22.5	33.9
Availability of scholarships and financial aid	19.9	43.6

Note: Data were collected utilizing a 5-point scale ranging from "very satisfied" to "very dissatisfied." The above percentages reflect "very satisfied" and "satisfied" responses combined. Responses from all four surveys have also been combined to enhance comparisons.

LEAVING THE COMMUNITY COLLEGE:

ATTRITION, COMPLETION, OR SOMETHING ELSE?

A SHORT-TERM FOLLOW-UP STUDY OF NONRETURNING JCCC STUDENTS

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May 1991

LEAVING THE COMMUNITY COLLEGE: ATTRITION, COMPLETION OR SOMETHING ELSE? A SHORT-TERM FOLLOW-UP STUDY OF NONRETURNING JCCC STUDENTS

Unlike four-year colleges and universities, community colleges serve a diverse population with varying educational needs. Thus assessment of institutional effectiveness becomes a much more complex issue than simply counting graduates. An important component of such assessments for community colleges is determining the degree to which their students achieve their educational objectives.

Thus, as part of an overall effort to assess institutional effectiveness, the Office of Institutional Research at Johnson County Community College conducted five studies of former students during 1990 to measure educational goal attainment: 1) students who completed a career program during the previous year (short-term career program completers), 2) students who completed a career program three years previously (long-term career program completers), 3) students who transferred to another college or university (transfer students), 4) students enrolled during the previous 12 months who did not re-enroll in the fall (short-term leavers), and 5) students enrolled three years previously who had never re-enrolled at JCCC (long-term leavers). This report details results of the second study of short-term leavers ever conducted by the College.

Methodology

An unduplicated list of students enrolled at JCCC during fall 1989, spring 1990 or summer 1990 was compiled, then adjusted to eliminate students enrolled at JCCC in fall of 1990. The resulting list was further adjusted to eliminate those falling into one or more of the following categories: 1) JCCC completers (graduates, certificate recipients, or those identified as leaving with marketable skills), 2) College Now dual-credit high school students, 3) transfer students, and 4) former students who completed less than 6 total credit hours at JCCC. These adjustments resulted in a potential target population of 1,818 short-term leavers.

Two mailings were conducted, the first on October 15, 1990, and the second on November 5, 1990. Results of these mailings reduced the target population by 60 students for whom viable addresses were unavailable and 12 who indicated our records were in error (not enrolled at JCCC during 1989-90 or still enrolled). A total of 497 of the 1,746 remaining short-term leavers returned completed surveys (28.5%).

Highlights of Findings

* The majority of respondents were currently married, working full-time, female, over 32 years of age, and reported an annual family income of under $40,000. See Tables 1 and 2.

* The majority of respondents had originally enrolled at JCCC for job-related reasons, to study topics of personal interest, or for self-

improvement. Less than 30 percent planned to eventually transfer to another college or university. See Table 3.

* Nearly three out of four respondents had achieved their JCCC educational objective (72.2%). Of those, over 80 percent indicated JCCC had helped them to achieve that objective. See Table 3.

* The majority of respondents had completed more than 10 credit hours at JCCC and had been enrolled at the college for at least two semesters. See Table 4.

* Work schedule conflicts were most often cited as a reason for leaving JCCC (34.6%). Nearly one in five respondents left because all desired coursework had been completed, one in four indicated lifestyle changes or personal problems contributed to their decision not to re-enroll at JCCC, and 18 percent cited financial difficulties. See Table 5.

* If starting now, fully 92 percent of respondents would attend JCCC again. Over 90 percent of respondents would recommend JCCC to their friends, and 74 percent would encourage their own children to attend JCCC. Over 75 percent also indicated JCCC had improved the quality of life for them. See Table 5.

* Over 60 percent of survey respondents indicated JCCC had helped them to expand their tolerance for people and ideas, broadened their knowledge of the arts and sciences, and enhanced their self-confidence. See Table 6.

* Substantially more respondents expressed satisfaction with JCCC than with a four-year college or university attended in the helpfulness and individual attention provided by faculty, the registration process, college facilities and equipment, and the convenience of class scheduling. See Table 7.

* More respondents expressed satisfaction with a four-year college or university attended than with JCCC in availability of financial aid, job placement services, the variety of courses offered, and career or transfer preparation. Less than half of the four-year colleges and universities compared were located in Kansas. See Tables 7 and 8.

* Nearly 40 percent of respondents had earned a certificate or degree beyond high school; approximately one in four held a bachelor's degree or higher. Approximately 80 percent reported earning A's and B's in all of their college work completed at JCCC, and nearly 40 percent reported earning mostly A's (39.6%). See Table 9.

* Nearly 70 percent of respondents planned to enroll again at some future date, and another 24 percent were unsure about their future educational plans. Of those definitely planning to enroll again, over 80 percent intended to re-enroll at JCCC. See Table 10.

Conclusions and Recommendations

Clearly the college's programs are highly effective and several important components of the college's mission are being accomplished as JCCC strives to meet the various educational needs of the community. Although the problems of attrition have appeared to be much more severe at community colleges than at four-year colleges and universities, to date there have been few published studies of the factors that affect retention and little documentation of the increasingly typical "drop-in/drop-out" phenomenon evidenced in the 1989 and 1990 JCCC short-term and long-term studies of nonreturning students.

The majority of respondents to both the 1989 and 1990 study of short-term leavers planned to enroll again, and approximately four out of ten respondents to studies of nonreturning students enrolled at JCCC three years previously also indicated plans to re-enroll. Of those planning to re-enroll, more respondents indicated they planned to re-enroll at JCCC than at any other college or university.

A student who achieved his or her educational goal and then left the college should be viewed as a success, not a case of attrition, regardless of whether that student earned a degree or "completed" a program. Equally obvious is the fact that those who left the college but plan to return have not quit, and therefore should not be classified as attritors. Thus, the validity of previous assumptions underlying community college attrition rates (based on the number of students enrolled at one point in time who neither graduated, transferred, nor re-enrolled) must be questioned.

With the exception of the one in five respondents who did not re-enroll because of financial difficulties, the reasons for leaving were not suggestive of intervention strategies which might encourage more consistent enrollment patterns at JCCC.

The tables which follow detail results of this study. Representative verbatim comments are contained in Appendix C. Comments which did not add to insights gained through analysis of the quantitative data contained in the tables, comments detailing specific personal circumstances, and those which were redundant in nature were eliminated during the editing process. Caution should be exercised when interpreting these date; each comment reflects the opinion of one respondent only and thus may not be resentative of the perceptions and opinions of respondents as a whole.

Questions and comments pertaining to this study may be directed to:

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Table 1

DEMOGRAPHIC PROFILE

	Number of Responses	Percent
Sex		
Male	157	31.6%
Female	331	66.6
Unknown	9	1.8
Age		
18 to 25	133	26.8%
26 to 30	80	16.1
31 to 35	64	12.9
36 to 40	88	17.7
41 to 50	79	15.9
Over 50	38	7.6
Unknown	15	3.0
Mean = 33.9; Median = 32.5		
Race		
American Indian or Alaskan	17	3.4%
Hispanic	8	1.6
Asian or Pacific Islander	4	.8
Black	3	.6
White/other	460	92.6
Unknown	5	1.0
Marital Status		
Never married	160	32.2%
Currently married	280	56.3
Previously married	49	9.9
Unknown	8	1.6
Family Income		
Under $20,000	93	18.7%
$20,000 to 40,000	163	32.8
40,001 to 60,000	123	24.7
60,001 to 80,000	54	10.9
80,001 to 100,000	16	3.2
Over 100,000	24	4.8
Unknown	24	4.8

Table 2

EMPLOYMENT PROFILE

	Number of Responses	Percent
Employment Status		
Full-time military	8	1.6%
Employed full-time (30+ hours/week)	350	70.4
Employed part-time (Under 30 hours/week)	60	12.1
Unemployed, actively looking for work	17	3.4
Out of labor force	55	11.1
Unknown	7	1.4
Satisfaction with Present Job		
Very satisfied	122	29.2%
Somewhat satisfied	137	32.8
Neutral	43	10.3
Somewhat dissatisfied	67	16.0
Very dissatisfied	49	11.7

Table 3

JCCC EDUCATIONAL OBJECTIVE

	Number of Responses	Percent
Original Educational Objective at JCCC		
Prepare to transfer	140	28.2%
Improve skills for present job	118	23.7
Study topics of interest/self-improvement	80	16.1
Prepare to change careers	52	10.5
Explore career possibilities	43	8.7
Prepare to enter job market	41	8.2
Remedy or review basic skills	5	1.0
Other/unknown	18	3.6
Changed Educational Objective		
Yes	62	12.5%
No	427	85.9
Unknown	8	1.6
New Educational Objective		
Prepare to transfer	14	22.6%
Prepare to change careers	12	19.4
Explore career possibilities	10	16.1
Study topics of interest/self-improvement	10	16.1
Improve skills for present job	4	6.5
Prepare to enter job market	1	1.6
Other/unknown	11	17.7
Achieved Ultimate Educational Objective at JCCC *		
Yes, completely	96	19.3%
Yes, partially	263	52.9
No	131	26.4
Unknown	7	1.4
JCCC Helped Achieve Objective		
Yes	298	83.0%
Unsure	43	12.0
No	11	3.1
Unknown	7	1.9

* See verbatim comments in Appendix C for explanations of negative responses.

Table 4

JCCC EXPERIENCES

	Number of Responses	Percent
Last JCCC Enrollment		
Fall 1989	164	33.0%
Spring 1990	258	51.9
Summer 1990	64	12.9
Unknown	11	2.2
Semesters Enrolled at JCCC		
1 or 2	212	42.7%
3 or 4	159	32.0
5 or 6	47	9.5
7 or 8	24	4.8
9 or more	12	2.4
Unknown	43	8.6
Median = 2.65 semesters		
Credit Hours Completed at JCCC		
Under 10	195	39.2%
10 to 15	122	24.5
16 to 30	90	18.1
31 to 45	21	4.2
46 to 60	7	1.4
Over 60	13	2.6
Unknown	49	10.0
Median = 11.5 credit hours		
Program Major at JCCC		
Business/technology	175	35.2%
Education/humanities/social science/fine arts	82	16.5
Computer science	71	14.3
General studies	56	11.3
Science/math	37	7.4
Communications	14	2.8
Other/unknown	62	12.5

Table 5

SATISFACTION WITH JCCC AND
REASON FOR LEAVING

	Number of Responses	Percent
JCCC Improved Quality of Life		
Definitely	174	35.0%
Probably	202	40.6
Uncertain	67	13.5
Probably not	37	7.4
Definitely not	9	1.8
Unknown	8	1.7
If Starting Now, Would Attend JCCC Again		
Definitely	321	64.6%
Probably	137	27.6
Uncertain	18	3.6
Probably not	14	2.8
Definitely not	4	.8
Unknown	3	.6
Would Recommend JCCC to Friends		
Yes	467	94.0%
Unsure	23	4.6
No	6	1.2
Unknown	1	.2
Would Encourage Own Children to Attend JCCC		
Yes	368	74.0%
Unsure	82	16.5
No	30	6.0
Unknown	17	3.5
Reason for Leaving JCCC *		
Work schedule conflicts	165	34.6%
Completed desired coursework	89	18.7
Financial difficulties	87	18.2
Lifestyle change (marriage, pregnancy, etc.)	65	13.6
Family/personal problems	49	10.3
Moved out of area	33	6.9
Physical problems/illness	21	4.4
Coursework too difficult	6	1.3
Other/unknown	110	23.1

* Multiple response item; numbers and percentages not additive.

Table 6

PERCEPTIONS OF JCCC EXPERIENCES

	JCCC Should Have Helped With This				JCCC Did Help With This			
	Number of Responses	Agree	Neutral	Disagree	Number of Responses	Agree	Neutral	Disagree
Enhance self-confidence	342	69.6%	28.1%	2.3%	327	70.0%	24.2%	5.8%
Broaden knowledge of arts and sciences	340	68.2	28.8	3.0	303	63.4	32.7	3.9
Improve written communication skills	329	67.8	28.9	3.3	299	59.9	33.8	6.3
Improve oral communication skills	330	61.8	35.2	3.0	297	56.6	36.7	6.7
Clarify personal values and goals	328	61.6	35.1	3.3	305	51.1	40.0	8.9
Improve time management skills	329	60.8	35.0	4.2	307	54.7	38.4	6.9
Improve decision-making skills	332	59.6	37.0	3.4	301	55.5	41.5	3.0
Expand tolerance for people and ideas	325	58.8	38.5	2.7	301	61.1	35.2	3.7
Improve interpersonal skills	312	44.2	50.6	5.2	292	49.0	46.6	4.4

NOTE: Data were collected utilizing a 5-point scale ranging from "strongly agree" to "strongly disagree." Thus, the "agree" column includes "strongly agree" and "agree" responses combined, and the "disagree" column includes "disagree" and "strongly disagree" responses combined.

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Table 7

SATISFACTION WITH VARIOUS ASPECTS OF COLLEGE

	At JCCC				At Four-Year College/University			
	Number of Responses	Satisfied	Neutral	Dissatisfied	Number of Responses	Satisfied	Neutral	Dissatisfied
Quality of instruction	483	84.1%	9.5%	6.4%	179	76.5%	16.2%	7.3%
Facilities and equipment	452	83.2	11.9	4.9	171	72.5	21.6	5.9
Helpfulness/individual attention of faculty	483	82.6	12.2	5.2	180	62.8	23.3	13.9
Variety of courses	476	79.6	11.6	8.8	180	85.0	10.0	5.0
Convenience of class scheduling	484	72.9	13.4	13.7	179	60.3	28.5	11.2
Registration process	482	70.7	13.3	16.0	180	43.3	27.2	29.5
Academic advisement and counseling	434	52.5	37.3	10.2	169	46.2	30.8	23.0
Career or transfer preparation	365	43.6	50.4	6.0	143	53.1	39.2	7.7
Job placement services	319	21.9	72.1	6.0	125	30.4	55.2	14.4
Availability of scholarships and financial aid	338	20.4	68.9	10.7	142	47.9	43.0	9.1

NOTE: Data were collected utilizing a 5-point scale ranging from "very satisfied" to "very dissatisfied." Thus, the "satisfied" column includes "very satisfied" and "satisfied" responses combined, and the "dissatisfied" column includes "dissatisfied" and "very dissatisfied" responses combined.

Table 8

FOUR-YEAR COLLEGE/UNIVERSITY
COMPARED IN TABLE 7

	Number of Responses		Percent
The University of Kansas	38		21.2%
Kansas State University	14		7.8
Emporia State University	9		4.9
Pittsburg State University	5		2.8
Washburn University	4		2.2
Fort Hays State University	2		1.1
Mid-America Nazarene College	2		1.1
Wichita State University	2		1.1
Ottawa University	1		.6
Other Kansas colleges and universities	2		1.1
Total Kansas colleges and universities	79	43.9%	
University of Missouri at Kansas City	9		4.9%
Avila College	6		3.4
Park College in Parkville	3		1.8
Benedictine College	2		1.1
Central Missouri State University	2		1.1
Northeast Missouri State in Kirksville	2		1.1
Rockhurst College	2		1.1
Southwest Missouri State in Springfield	2		1.1
University of Missouri at Columbia	2		1.1
Other Missouri colleges and universities	4		2.2
Total Missouri colleges and universities	34	18.9	
Out-of-area colleges and universities (24 other states and one foreign nation)	41	22.8	
Unknown	26	14.4	

Table 9

CURRENT EDUCATIONAL PROFILE

	Number of Responses	Percent
Currently Enrolled		
Yes, full-time	20	4.0%
Yes, part-time	20	4.0
No	456	91.8
Unknown	1	.2
Where		
The University of Kansas	7	17.1%
Kansas State University	5	12.2
Another Kansas community college	6	14.6
Other Kansas colleges & universities	8	19.5
University of Missouri at Kansas City	5	12.2
Other Missouri colleges & universities	4	9.8
Out-of-area colleges & universities	3	7.3
Unknown	3	7.3
Highest Level of Education Attained		
High school diploma	289	58.1%
Vocational certificate	46	9.3
Associate degree	42	8.5
Bachelors degree	84	16.9
Masters degree	27	5.4
Doctoral/professional degree	4	.8
Unknown	5	1.0
Grades Earned at JCCC		
Mostly A	197	39.6%
Mostly A and B	147	29.6
Mostly B	46	9.3
Mostly B and C	63	12.7
Mostly C	24	4.8
Mostly C and D	11	2.2
Mostly D	2	.4
Mostly F	1	.2
Unknown	6	1.2

Table 10

FUTURE EDUCATIONAL PLANS

	Number of Responses	Percent
Current Educational Objective		
Improve skills for present job	109	21.9%
Prepare to transfer	95	19.1
Study topics of interest/self-improvement	95	19.1
Prepare to enter job market	46	9.3
Prepare to change careers	37	7.4
No plans for more education	23	4.6
Prepare for graduate school	18	3.6
Explore career possibilities	43	8.7
Remedy or review basic skills	1	.2
Other/unknown	30	6.1
Plan to Enroll Again		
Yes	347	69.8%
Unsure	119	23.9
No	23	4.6
Unknown	8	1.7
Where		
JCCC	284	81.8%
The University of Kansas	7	2.0
University of Missouri at Kansas City	6	1.7
Kansas State University	4	1.2
Mid-America Nazarene College	2	.6
Washburn University	2	.6
Other Kansas colleges & universities	9	2.6
Other Missouri colleges & universities	4	1.2
Out-of-area colleges & universities	19	5.5
Unknown	10	2.8

APPENDICES

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APPENDIX A

JOHNSON COUNTY COMMUNITY COLLEGE
SHORT-TERM EDUCATIONAL OBJECTIVES SURVEY
FALL 1990

Dear Former JCCC Student: Please take a few minutes to carefully respond to each of the following questions as honestly and completely as possible; then return the completed survey to us in the envelope provided. All responses will be kept strictly confidential and reported as group data only. Thank you for your help.

_____NOTE: If you are currently enrolled at JCCC, please check here and return the uncompleted survey in the envelope provided. We are only surveying former JCCC students at the present time. Thank you.

---

1. When were you last enrolled at JCCC? Summer of 19 ____ Fall of 19_____ Spring of 19_____

2. Why did you decide not to continue your studies at JCCC? (Check all that apply)

_____1. Unnecessary (completed desired coursework)
_____2. Financial difficulties
_____3. Family/personal problems
_____4. Work schedule conflicts
_____5. Lifestyle change (marriage, pregnancy, etc.)
_____6. Moved out of area
_____7. Physical problems/illness
_____8. Coursework too difficult
_____9. Other (please specify)

3. What was your major or main area of study at JCCC?_____

4. How many credit hours did you complete at JCCC?_____

5. How many semesters were you enrolled at JCCC?_____

6. What was your primary educational objective when first enrolling at JCCC? (Check only one)

_____1. Prepare to transfer to another college or university
_____2. Prepare to enter the job market
_____3. Improve skills for your present job
_____4. Explore courses to decide on a new career
_____5. Remedy or review basic skills
_____6. Study topics of interest or for self-improvement
_____7. Prepare to change careers
_____8. Other (please specify)

7. Did you change this educational objective (not your major) while a student at JCCC?

_____1. Yes, new objective is_____
_____2. No

8. Did you achieve your JCCC educational objective?

_____1. Yes, completely
_____2. Yes, partially
_____3. No (If no--briefly describe reason, then skip to Question 10)

9. Did JCCC help you to achieve this educational objective?

_____1. Yes
_____2. Unsure
_____3. No (If not, please explain)

---

10. Based on your own personal experiences, please indicate your level of satisfaction with each of the following aspects of JCCC by circling the number most closely reflecting your opinion based on the following scale. If you have also attended a 4-year college or university, also indicate your level of satisfaction with each of these aspects of the 4-year school you attended. Skip those items which are not applicable to you.

1 = Very dissatisfied 2 = Somewhat dissatisfied 3 = Neutral
4 = Somewhat satisfied 5 = Very satisfied

		AT JCCC					AT 4-YEAR SCHOOL*				
A.	Academic advisement/counseling	1	2	3	4	5	1	2	3	4	5
B.	Availability of scholarships and financial aid	1	2	3	4	5	1	2	3	4	5
C.	Registration process	1	2	3	4	5	1	2	3	4	5
D.	Convenience of class scheduling	1	2	3	4	5	1	2	3	4	5
E.	Variety of courses	1	2	3	4	5	1	2	3	4	5
F.	Helpfulness/individual attention of faculty	1	2	3	4	5	1	2	3	4	5
G.	Quality of instruction	1	2	3	4	5	1	2	3	4	5
H.	Career/transfer preparation	1	2	3	4	5	1	2	3	4	5
I.	Job placement services	1	2	3	4	5	1	2	3	4	5
J.	Facilities and equipment	1	2	3	4	5	1	2	3	4	5

* What 4-year school did you attend?

---

11. Please describe your JCCC grades (check only one):

_____1. Mostly A's
_____2. Mostly A's and B's
_____3. Mostly B's
_____4. Mostly B's and C's
_____5. Mostly C's
_____6. Mostly C's and D's
_____7. Mostly D's
_____8. Mostly F's

12. Are you currently enrolled in any classes? (Check only one)

_____1. Yes, enrolled full-time
_____2. Yes, enrolled part-time
_____3. No (Skip to Question 14)

13. Where are you currently enrolled?_____

14. Do you plan to enroll in classes again?

_____1. Yes, at JCCC
_____2. Yes, elsewhere (where?)_____
_____3. Unsure
_____4. No

15. People have different reasons for attending college--career training, personal growth, intellectual development, and so on. Please rate each of the following with regard to how much you agree that JCCC should have helped you with this, and how much you agree that your experiences at JCCC actually helped accomplish it, based on the following scale (Circle one response for each). Skip those items which are not applicable to you.

1 = strongly disagree 2 = disagree 3 = neutral 4 = agree 5 = strongly agree

		JCCC Should Have Done This					JCCC Affected Me This Way				
A.	Broadened my knowledge of the arts and sciences	1	2	3	4	5	1	2	3	4	5
B.	Improved my ability to communicate orally	1	2	3	4	5	1	2	3	4	5
C.	Improved my ability to communicate in writing	1	2	3	4	5	1	2	3	4	5
D.	Improved my ability to make good decisions	1	2	3	4	5	1	2	3	4	5
E.	Improved my ability to make constructive use of time	1	2	3	4	5	1	2	3	4	5
F.	Enhanced my ability to get along with others	1	2	3	4	5	1	2	3	4	5
G.	Expanded my tolerance for people and ideas	1	2	3	4	5	1	2	3	4	5
H.	Assisted me in clarifying the values and goals of my life	1	2	3	4	5	1	2	3	4	5
I.	Enhanced my self-confidence	1	2	3	4	5	1	2	3	4	5

16. If you could name one faculty or staff member who had the greatest impact on you at JCCC, who would it be?

Why did you select this person?

17. Regardless of the financial benefits, do you feel your JCCC experiences have improved the quality of your life?

_____1. Definitely yes
_____2. Probably yes
_____3. Uncertain
_____4. Probably no
_____5. Definitely no

18. If you could go back, knowing what you know now, would you still attend JCCC?

_____1. Definitely yes
_____2. Probably yes
_____3. Uncertain
_____4. Probably no
_____5. Definitely no

19. Would you recommend attending JCCC to your friends and acquaintances?

_____1. Yes
_____2. Unsure
_____3. No

20. Would you encourage your children to attend JCCC?

_____1. Yes
_____2. Unsure
_____3. No

21. Which of the following best describes your current primary educational objective? (check only one)

_____1. Transfer to another college or university
_____2. Prepare for graduate school
_____3. Prepare to enter the job market
_____4. Improve skills for your present job
_____5. Explore courses to decide on a new career
_____6. Remedy or review basic skills
_____ 7. Study topics of interest or for self-improvement
_____ 8. Prepare to change careers
_____ 9. No plans for more education
_____10. Other (please specify)

Personal Profile

22. What is your race?

_____1. American Indian/Alaskan
_____2. Hispanic
_____3. Asian/Pacific Islander
_____4. Black
_____5. White/Other

23. What is your marital status?

_____1. Single/never married
_____2. Married
_____3. Previously married (separated, divorced or widowed)

24. What is your sex?

_____1. Female
_____2. Male

25. What is your age?_____

26. What is the highest level of education you have attained?

_____1. High school diploma
_____2. Vocational certificate
_____3. Associate's degree
_____4. Bachelor's degree
_____5. Master's degree
_____6. Doctoral/professional degree

27. Which of the following best describes your current employment situation?

_____1. Full-time military
_____2. Employed full-time (30+ hours per week)
_____3. Employed part-time (under 30 hours per week)
_____4. Unemployed, actively looking for work
_____5. Not in labor force--not employed and not looking for work

28. If employed, how satisfied are you with your present job?

_____1. Very dissatisfied
_____2. Somewhat dissatisfied
_____3. Neutral
_____4. Somewhat satisfied
_____5. Very satisfied

29. Which of the following best describes your annual family income?

_____1. Under $20,000
_____2. $20,000 to $40,000
_____3. $40,001 to $60,000
_____4. $60,001 to $80,000
_____5. $80,001 to $100,000
_____6. Over $100,000

30. Any other comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated. Thank you.

APPENDIX B

October 15, 1990

Dear Former JCCC Student:

As part of Johnson County Community College's continuing commitment to improving its programs and services, we are surveying former students who attended JCCC during fall 1989, spring, 1990, or summer 1990, but did not return this fall. We are particularly interested in your opinion of JCCC, whether you met your educational objective at JCCC, and your educational plans for the future.

Please take a few minutes to answer each of the questions on the enclosed survey as completely and accurately as possible, then return the completed survey in the business reply envelope provided by Friday, November 2. Naturally all responses will be kept strictly confidential and reported as group data only. Your responses will be used by the college to help us in meeting the needs of future JCCC students.

Thank you for your contribution to this important project, and good luck with your future endeavors.

Sincerely,

Dan Radakovich
Vice President for Academic Affairs

Enclosures

November 5, 1990

Dear Former JCCC Student:

A few weeks ago we sent you a survey requesting information about whether you met your educational objective at JCCC, your opinion of JCCC, and your educational plans for the future. We are pleased with the response thus far, but would like to make it even better. If you have already completed the survey, thank you very much. Your responses will help us in planning to meet the needs of future JCCC students like yourself.

In the event you have not as yet completed the survey and returned it to us, we are enclosing a second copy. Please take a few minutes to answer each of the questions and return the survey to us in the envelope provided by Friday, November 23. Naturally your responses will be kept strictly confidential and reported as group data only.

Thank you for your contribution to this important project. Good luck in your future endeavors.

Sincerely,

Dan Radakovich
Vice President for Academic Affairs

Enclosures

APPENDIX C

SELECTED VERBATIM COMMENTS

Q2. Why did you decide not to continue your studies at JCCC? (Other)

0011 Working on a political campaign.

0035 Wanted a break.

0051 Re-evaluating choice or career/major.

0059 Getting started on a new job.

0067 I moved and began a new job--I was unaware of any schedule conflicts or how much my new salary would be.

0147 Already had almost all of my basics, didn't know what I wanted to do exactly (that I could afford) so I didn't want to waste any more time and money.

0153 Volunteer commitments.

0163 Got good job to save and then return.

0190 Will resume studies after my wife has completed her coursework at MANC.

0196 Didn't feel I was ready for college.

0199 Babysitting not available.

0200 Not enough time right now.

0202 Teachers in my area of study. I didn't think they were that up to date on the subject and I didn't feel we were learning as much as we should. We would spend half a semester on one subject. I had friends at other schools who were learning much more!

0213 I have been going to school since 1982 and I have decided to lay off a year.

0216 I have my undergrad degree--just taking courses I like now at JCCC--pursuing MSM at Baker University.

0219 Taking time out to decide what to take.

0241 I am going to re-enroll as soon as I get settled in my new position.

0246 I just took a rest.

0253 I decided to take different courses that were not offered at JCCC.

0259 Was just taking courses for self-improvement.

Q2. Why did you decide not to continue your studies at JCCC? (Other)

0260 Cosmetology school.

0265 I take classes for personal enrichment. (It's a hobby)

0278 wasn't sure what I wanted to do for the rest of my life, decided to work and then possibly go back.

0284 I take courses to help with work or courses of personal interest.

0294 National Guard Duty.

0295 Flunked out. Took too hard of classes.

0296 schedule difficulty & not necessary to go to school--I'll enroll again sometime when there's a course I want to take.

0315 Plan to go back Spring 91--just took off one semester.

0339 Business & personal life too busy.

0348 I originally enrolled to have my hours transferred to KU. Midway through my last course I was informed that tranfer (acceptable) courses had changed and almost all of the courses I'd taken in the last two years were not accepted now. I felt as if I'd wasted two years.

0354 KCKCC is closer by 15 miles one way.

0371 I discontinued course work at JCCC for several reasons. As I state on the return, I had taken a job with a company that was to take me to Oklahoma City after training in Wichita. That move turned out to be temporary as the job position fell through. When I started at JCCC I was working for a law firm, so I started to take some coursework that would help me understand and do my job better. I had also thought that I might like the job of a paralegal. I decided that I would not like the position, so I changed to the electronics field. I already had a strong background in electronics from DeVry. I was also looking for work in that field and needed to update myself since I had been away from the field for about five years. I have now decided to pursue my Masters degree in library science at the University of Missouri--Columbia.

0375 Too busy with children's activities!

0376 In transition--changing jobs--not sure what is needed at this time.

0379 found a smaller & better college for my studies.

0380 Spent the fall studying for a registry exam in my occupation.

0394 Working full-time, I can only take night courses--they fill-up quickly.

0397 Just wanted to take a computer class. Already have a master's degree.

Q2. Why did you decide not to continue your studies at JCCC? (Other)

0407 I was not motivated enough. Burned out.

0412 I was in Kansas City for the summer and needed to take two summer courses. I attend college in another town.

0426 plan to resume studies at JCCC in Spring 1991.

0440 Joined the military.

0454 Too many family obligations at this time.

0474 I have no schedule to meet; therefore I attend JCCC when I feel like it.

0476 Too many activities and changes going on in my life at present.

Q8. Briefly explain why you did not achieve your JCCC educational objective.

0017 I really found it hard to find time to study with a full-time job.

0023 I need additional hours before enrolling in a four-year degree program.

0026 Because of having children.

0032 JCCC has a limited history department and also because of my job I didn't have time to continue.

0044 Wanted to complete 48 hours at JCCC, but found better employment out of state.

0056 I still don't have my degree. I plan on returning to continue my education in the near future.

0073 I lost interest.

0074 Courses I need are not available at JCCC.

0118 Work conflict forced me to quit temporarily.

0122 Still intend to continue, possibly in spring semester.

0132 I feel the criteria for the nursing program is discriminatory towards younger applicants.

0144 I would like to continue after my cancer treatments are completed.

0149 I have a very demanding job and it is difficult to attend classes and study. I work a lot of overtime.

Q8. Briefly explain why you did not achieve your JCCC educational objective.

0175 I was married over the summer. I wanted to take time off to get settled.

0180 I started taking classes to prepare for nursing school, and then decided against going to nursing school.

0182 I am still planning to work toward a degree.

0184 Because of personal changes . . . Couldn't decide on a major.

0196 I don't feel I'm ready to fully apply myself to college at this time.

0197 Due to job transfer, I was unable to complete requirements.

0200 I still want to take a few more MacIntosh courses.

0212 I wasn't sure if I wanted a business degree or to try another two-year degree program.

0220 I plan to enroll in the spring semester to finish my degree. An opportunity to get on-the-job training came up, and because it is ten hours a week, I did not enroll at JCCC.

0226 Some teachers lack the ability to teach--you were left to learn the course material on your own.

0233 I gave my life to Jesus and got saved.

0241 I haven't finished my degree--sidetracked, but I will finish--someday soon.

0243 Moved out of state.

0254 Have not yet completed my program. I plan to make up incompletes and enroll for spring 1991.

0258 I will be returning to complete my objectives!

0269 I want to continue when my problems are solved.

0272 I want to continue when life around our house settles down.

0275 Started in DP--had only a few courses left, then switched careers and started on an accounting degree.

0277 Started a family--will return to school when child is a little older.

0292 I originally intended to get an associate degree. Due to illness of my spouse, class hours offered for necessary courses, and working full time, scheduling classes had to take a low priority.

Q8. Briefly explain why you did not achieve your JCCC educational objective.

0318 I moved out on my own and had to start working full time.

0338 I still want to complete a degree. Will continue in a year or so.

0352 I cannot satisfactorly attend and work and care for my seven year old.

0358 I had to change jobs to pay off some debts before returning.

0361 Due to poor advice from my financial aid adviser, I was not able to apply for all loan programs available to me and was therefore unable to meet all of my financial obligations. I got money from grants and loans to pay for books & tuition, but I carried 20 hours and had no time to work to pay rent and buy food. I made five A's & one B. I deserve help.

0366 I was not motivated enough to work full time, be a mother and wife, and go to school too!

0415 After getting pregnant I did not do very good, grade wise.

0401 I found computer programming classes too difficult and will change the focus of my education when I return to school. This semester I am too busy with work and volunteer activities to attend classes.

0421 I was hoping to stay in Lifetime Fitness for as long as I live and to take computer courses and other courses (history, art, etc.) to keep my mind active. I was hoping, also, to re-take Spanish courses for audit but I will not to able to afford all of this on the very small discount provided to Brown & Gold Club members.

0439 I wasn't secretary material.

0444 I was traveling too much to devote time to studies.

0445 Had too many other things to worry about other than school. But I am planning on attending again.

Q30. Any other comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated.

0011 I very much dislike having to reapply just because I do not attend for one semester.

0014 Counselors need to be more readily available and helpful. From my experience, they were no help at all. They acted like I was a bother.

Q30. Any other comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated.

0017 I think for an education, if someone was really wanting it, that it shouldn't cost so much, and they should focus on helping these kids through school.

0032 I would like to see some courses on the history of the American Indian.

0037 I really enjoyed attending JCCC. The faculty and students were very friendly.

0040 Loved my experience at JCCC. Sorry it took so long to respond--very busy!

0041 I realize enrollment is growing quickly, but it is very difficult to get classes you want even by doing telephone registration early. JCCC has become better & better since I've attended there.

0042 Parking needs to be improved, which I know is in the works. Accounting courses with my instructor were very good.

0046 I would like to see a wider variety of telecourses in the future. They are wonderful for mothers. Although I haven't tried the new day care--it's a great idea.

0050 More early childhood classes.

0057 More parking, and expand the night schedule.

0071 Eliminate extra charges for students attending classes but not using any of the extra things--library--sports--etc.

0078 It's a great place--I'd recommend JCCC to anyone!!

0081 Too many crucial basic classes are filled too soon--there are not enough available classes when registering.

0082 Too many hassles over transferring courses.

0085 Some of us who work cannot make phone calls from work (especially repeated tries) nor can we take off from work, so we find enrolling difficult.

0088 I wish that chemistry classes & labs would be offered on Saturdays--would like to see Leavenworth residents receive more consideration. We do not have a community college here.

0091 Offer organic chemistry II without the lab. I require the academics only! Also--for your labs--especially organic--equip them with more instruments of better quality--perhaps a small H.P.L.C. or G.C. in good

Q30. Any other comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated.

0091 working order. Better supplies--perhaps a teaching assistant for the lab to help set up. You have somewhat poor existing facilities and organization for that lab. I would expect JCCC to afford better facilities.

0094 Just keep up the good work. After attending another community college, I've learned to really appreciate all JCCC has to offer and I regret ever leaving.

0096 More computer classes, and definitely more parking space!

0106 An application was required before I could register (by phone), and it had to be there three days (I think) before I registered. I called to register on the third day and was told I couldn't because of the way "days" are counted. The day my application was received didn't count as the first day. My frustration would have been much less if the course catalog had specified four days, so that the staff would have three full days to enter my application.

0110 The parking lot needs to be lit up! And maybe not so far to walk.

0117 You changed what was taught in two computer classes--now I would take them. You have some computer classes on Sunday--that's wrong. I go to church on Sunday. I want a computer degree, but the majors you have now don't fit my needs. I want the degree for a clerical job. I need clerical training--what to do in an office. Not secretarial training, you have those programs. I mean how to file, fax, Xerox, work the computer, etc. I want NO typing, no shorthand, and especially no telephone training. I'd need a semester class in "Dry Run" of how to do what's required all day in an office, like you offer for secretaries, but the emphasis in this degree should be on computers. This is my hunger right now. I see classes listed by UMKC, KU, Emporia that I'd like to take at JCCC, but not from KU thru JCCC.

Thanks!

0123 You operate an excellent school, accommodate the needs of nontraditional students, and have my full support, appreciation, and admiration. Thank you.

0124 Better availability of counselors.

0137 Summer students should not be required to pay for activities ticket. Unnecessary!!

0139 It has been several years since I've been a 'student' and maybe things have changed, but I believe the college lacks school pride. People think that it is just a temporary place to be. The students need to get more involved with school activities--something to be proud of is your events.

Q30. Any other comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated.

0140 It would be appreciated if you would schedule required courses more often in the fire science program.

0146 It would be great to have the same level of cooking courses be noncredit.

0150 Make course work more rigorous.

0180 The only criticism I have is that most of the night courses start too early for me to attend. I would like to see more courses at night that begin at 7:00.

1092 This questionnaire may be inaccurate because my opinion of the school in general stemmed from the instructors. I've never seen such a split staff. My experiences revealed half as incredibly informed and accomodating instructors from whom I learned. However, the opposite also came across. As much as the school has to offer with facilities and programs, the instructors have the most impact. It's unfortunate that some of the instructors there are allowed to remain.

0196 I am very impressed with JCCC. I, along with others, (the majority of Johnson County) would like to see you expand to a four-year program.

0197 Tell security they are not God, but are in fact on campus to assist students and faculty. Without students, there would be no reason for their employment.

0200 The few courses I've taken there I've enjoyed, and I enjoy going there except for the parking. Since my courses were at night and I am a female, I hated walking to my car because of how few people there were around and how dark it was.

0209 There are so many wonderful, helpful people at JCCC. I wish everyone would take advantage of the Writing & Math Centers, if they need it.

0210 JCCC was great for a one-term pickup of some classes I was interested in taking. If I needed to return to a community college, it would be JCCC.

0215 The counseling situation is really bad. Nobody in that department takes the time to help someone figure out what their needs and goals are. I have been there several times and never got the assitance that I needed to help me reach my educational goals.

0217 I planned on going into the Marines during the fall of 1990 but was injured, which was also the reason I did not enroll in school.

0224 Suggest an outreach program (Topeka) for classes held in other cities. Bring the classrooms to the people. I would like to complete my education with JCCC. However, with a young family it is difficult to

Q30. Any other comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated.

0224 commute to Overland Park for classes. Possibly more TV courses with classroom and tests in Topeka.

0225 Expand desktop publishing--page maker and Smart II--WP, DB, Spreadsheet courses in the evenings.

0227 Figure out some way for me to attend your computer courses--they are always full. The adult education computer class is a waste of money!

0231 Overall I think JCCC is a very good school. If not for certain personal circumstances, I would enroll in JCCC again.

0232 Offer "basic food service" other than restaurant--service for large food production facilities such as schools. Offer basic baking in the evenings or late afternoon.

0239 Help the students to attend the college and continue their education by helping them solve their financial problems, and making the enrollment procedures easier.

0242 The catalog should be more specific. Make it easier to find the times for enrollment.

0247 I loved it! As an adult returning to college, it was all I could have hoped for. I wasn't intimidated at all. I also loved the child care facility and staff. They were very helpful.

0251 I was very hesitant about starting college at my age but JCCC made it a pleasant and gratifying experience. I actually think I could become a professional student!

0253 I received my degree in 1973 and since then have always been interested in taking other courses for interest, self-improvement or simply for awareness. Since I was interested in a theatre course and only a credit course was available, I had to enroll in that credit course in order to take the class. Therefore, this form you have sent does not really apply to my situation since I had no alternative but to take the course for credit. The course was not very fulfilling personally. I felt that the course was geared for the undergraduate and wasted a lot of my time with academics instead of hands-on experience. The other students were not very serious, and I did not feel there was an academic challenge in the class. I am sure I worked harder in high school than the students did in that class. This is one reason I would not take a credit class at JCCC again. The quality of the education was not what I expect from a college level course. I would like to take classes for self-improvement, however. If classes I am interested in are not offered as noncredit, I will try to find the same class or way to learn that subject someplace else.

Q30. Any other comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated.

0261 I was extremely pleased with the entire atmosphere at JCCC--have recommended it highly.

0263 Need better instructors for evening classes. I have been under instructors who do not know the subject well and I have dropped classes because of it. One instructor could not figure out a problem and he should have been able to do it, it was part of our book assignment.

0264 Please open the labs during the afternoon hours!

0274 JCCC has a beautiful campus. The area with the row of trees north of the SCI building is my favorite place on campus. Even the buildings themselves are attractive!

0286 Help students find internships--help us with job skills--give us contacts in the job market.

0297 If the school's child facility could change their present policies on taking only babies at least 18 months old to 6 months or a year, it would be a big help!

0298 Offer some eight week courses.

0304 I would like to see courses on the history of the American Indians.

0305 I would like to see a degree program for desktop publishing/computer graphics.

0306 I feel the counseling and advisement staff needs to be improved. They were not very helpful to me!

0308 Surveys like this, teacher evaluations and the like, keep you in touch with what people want to have from JCCC and help keep it a #1 college.

0313 Work harder on knowing Students!!! Not all are high schoolers; some of us are very much adults and should be dealt with as adults!!!

0320 I enjoy the academic environment! It felt good to be back on a college campus. JCCC is more accessible than local four-year colleges. It's easy to find one's way on campus, as the buildings are clearly marked.

0322 I think this type of survey is very good and am glad it was sent to me. I look forward to possibly taking a class in spring.

0324 I feel JCCC is a very convenient, educationally adept institution but, for me, a four-year university was a better choice. It is important to receive a degree from a regular university.

Q30. Any other comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated.

0336 Offer c.s. courses in UNIX/XENIX. Offer SQL/4GL courses as well.

0338 Send schedules! Offer agricultural classes.

0344 Evening instructors seem to be more difficult to learn from. They move fast and are unclear, plus their daytime job seems to make them less interested in what they do at JCCC. Some seem very impressed with themselves rather than being interested in helping students.

0351 Include credit courses in total quality management and statistical process control.

0354 Your school was very helpful--professional--and has a good learning atmosphere. I wish we lived closer.

0361 Be sure to provide enough money to full-time students so they can pay their rent and buy food and have time to study as well.

0374 Make a short-term "study skills" class mandatory for all full-time students. Offer advanced computer courses for Macintosh.

0379 You might want to think about starting a Positive Mental Attitude (PMAA) course for all new students. It boosts confidence and helps the student earn better grades.

0380 Additional phone lines & operators during phone registration would help.

0381 Don't refuse to grant credit for classes taken elsewhere just because they were not earned under the same accrediting association.

0385 You seemed to be phasing out some of the classes in the Drafting Dept. I hope you don't. It's also my son's area of interest.

0387 Basically a superb "vocational" Jr. College. However, there is plenty of opportunity for four-year school enlightenment, i.e., photography and art. The CEC is a fabulous concept and will allow Johnson County to move into the 21st century and out of the 19th.

0389 Would appreciate having a fuller curriculum to choose from in the evenings & weekends. For older students like myself with a family and full-time career, a wider choice of evening classes becomes imperative.

0401 My last three classes were very stressful because a great deal of material was covered in a very short period of time--even though I had taken other short-term classes, I was unprepared to spend all of my time on a single class.

0414 I would like to see a greater number of history courses to chose from.

Q30. Any other comments or suggestions about JCCC or your area of study which would help us in meeting the needs of future JCCC students would be appreciated.

0415 I would like to see the instructors help more on a one-on-one basis, especially with those who are having problems to help them succeed.

0422 Be patient and open with students--Keep communications OPEN.

0423 The 8:00 a.m. classes are bad because school in Shawnee Mission starts at 8:10; and 6:00 p.m. classes don't work as well as 6:30 p.m. because it's hard to get there by 6:00 when traffic is so heavy.

0441 I am going into elementary education, and only a few courses are offered at JCCC. Could this be expanded?

0442 Open enrollment up about six months before a class starts.

0460 Your continuing ed. courses are also excellent!

0461 Good class room facilities. Comprehensive curriculum. Knowledgeable staff. Keep up the good work!

0469 After I receive my degree, I plan to take some classes at JCCC not for credit, but for general information.

0472 Your financial aid department didn't qualify me for aid, but I can't pay for school on my own.

0475 Shorter semesters and later night classes. I like JCCC. I don't know much about the college and I haven't been enrolled there for very long, but so far, so good!

0477 I felt it was poor planning for the administration to make the financial cuts in the art department that they did in the fall of 1989.

0486 JCCC was the first school where I ever liked the coursework, and in turn I excelled. The counselors set me on the right track and the teachers were great! I miss JCCC, but I am continuing my education in the St. Louis area. My counselor was Harry Parkhurst. He's great, too!

0494 I think JCCC is a wonderful educational institution. The cost allows you to expose areas of interest in an easy way--great faculty, facilities, and cultural programs.

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